

Pupil premium strategy Review 2018-2019

1. Summary information					
School	St Bartholomew's Primary School				
Academic Year	2018-19	Total PP budget 7/12 5/12	101382 65,940 35442	Date of most recent PP Review	L McMillan 24/4/18 L McMillan 28/1/19
Total number of pupils @Sept 2018	164	Number of pupils eligible for PP @Sept 2018 PP+	64 1	Date for next internal review of this strategy	February 2020

2. Current attainment :				
<u>Results of Assessments Summer 2018</u>	<i>Pupils eligible for PP</i>	<i>All Pupils</i>	<i>National Average Disadv pupils</i>	<i>Difference School v national</i>
% achieving the expected standard in reading at end of KS1 -21	33(6/21)	62	62	-29
% achieving the expected standard in writing at end of KS1 -21	50 (6/21)	67	55	-5
% achieving the expected standard in maths at end of KS1 -21	50(6/21)	76	62	-12
% of Year 1 pupils achieving the expected standard in the phonics screening check - 19	12.5 (1/4)	42		
% of Year 2 retakes achieving the expected standard in the phonics screening check -4	50(2/4)	50		
% achieving the expected standard in reading at end of KS2 -23	69(16/23)	65	62	+7
% achieving the expected standard in writing at end of KS2 -23	63(16/23)	65	68	-5
% achieving the expected standard in maths at end of KS2 -23	75(16/23)	78	67	+8
% achieving ARE in reading, writing & maths (or equivalent) -23	50(16/23)	48	51	-1
Reading progress KS2	1.1	1.0	-0.6	+0.7
Writing progress KS2	-0.2	0.6	-0.5	+0.3
Maths progress KS2	0.8	0.3	-0.7	+15

3. Review of expenditure																																																							
Previous Academic Year																																																							
i. Quality of teaching for all																																																							
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? .				Lessons learned																																																	
For Reading Writing and phonics , ensure PP pupils have the opportunity to achieve their full potential by reaching Age Related Expectations or above in line with pupils identified without PP.	<ul style="list-style-type: none">-All staff aware of and take responsibility of achievement of disadvantaged pupils.-Regular analysis of class data-Follow up with teachers matters of concern relating to progress data for PP children-Agree actions with teachers to accelerate the progress-Teachers use feedback and marking to challenge all pupils-Teacher employ a range of strategies for differentiation-Class TA directed to work with pp pupils-Language /text rich classroom environment throughout school-MB to deliver phonics support and training to identified teachers and TAs and model phonics lessons in year 1 and 2.-TAs to receive training from Jo Duke LSS to teach phonics program individually-Investigate and choose a phonics scheme-Train staff to use specific phonics scheme-TAs to attend phonics training. <ul style="list-style-type: none">-CPD in reading/ writing/ Phonics for teachers/TA	<p>% of PP children at ARE/ARE+ in Reading/Writing/ Maths</p> <p>KS2 is generally inline with rest of class .</p> <p>In y5 PP Pupils did better than the class</p> <p>KS1 PP Pupils are not achieving inline</p> <table><tr><th>Y</th><th>R</th><th></th><th>W</th><th></th><th>M</th><th></th></tr><tr><td></td><td></td><td>pp</td><td></td><td>pp</td><td></td><td>pp</td></tr><tr><td>1</td><td>53</td><td>50</td><td>48</td><td>33</td><td>42</td><td>33</td></tr><tr><td>2</td><td>62</td><td>43</td><td>67</td><td>43</td><td>76</td><td>43</td></tr><tr><td>3</td><td>75</td><td>85</td><td>63</td><td>62</td><td>75</td><td>72</td></tr><tr><td>4</td><td>56</td><td>50</td><td>61</td><td>60</td><td>61</td><td>50</td></tr><tr><td>5</td><td>90</td><td>100</td><td>80</td><td>82</td><td>70</td><td>73</td></tr></table>				Y	R		W		M				pp		pp		pp	1	53	50	48	33	42	33	2	62	43	67	43	76	43	3	75	85	63	62	75	72	4	56	50	61	60	61	50	5	90	100	80	82	70	73	<p>Ofsted 09/2018- The teaching of Phonics is inconsistent in kS1 Not all staff are clear about how to teach phonics well</p> <ul style="list-style-type: none">-QFT in phonics needs improving-Building staff capacity is needed in phonics-Do not Continue with specialist teaching 1-1 and modelling sessions-Phonics boosters in y1/2 built in at beginning of year and regular assessment to check-Closer management by Head and Literacy Coordinator needed- investigate Phonics scheme-class teachers to provide Pupil profiles for progress meetings-Marking in PP books completed first <p>Standards in Key stageI especially in reading are poor . – more intense interventions in reading planned for next year</p> <ul style="list-style-type: none">-Continue maths Mastery
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Improve outcomes for the current year 1 and 2 in phonics.	<p><u>Phonics screen 2018-2019</u></p> <p>Year 1 20% (1/5) of disadvantaged pupils passed</p> <p>Year 2 50%(1/2) of disadvantaged pupils passed</p> <p>The results are inadequate for all Y1 but especially PP students .</p> <ul style="list-style-type: none">-Specialist phonics teacher did not improve results for individuals <ul style="list-style-type: none">-Staff attend pupil progress meetings better prepared to discuss disadvantaged pupils and take accountability . <ul style="list-style-type: none">-Class profiles identify pp pupils so Staff know who their PP pupils are <p>Maths Mastery has been important factor for improved results in maths</p>																																																						

ii. Targeted support			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned
<p>For Reading Writing and phonics , ensure PP pupils have the opportunity to achieve their full potential by reaching Age Related Expectations or above in line with pupils identified without PP.</p>	<p>Narrative groups in y1 and S&L programmes</p> <p>-School start groups in EY</p> <p>- Other interventions with class team which address the language gap with Disadvantaged children in each year group</p> <p>-Extra phonics sessions from specialist teacher - booster groups of children are identified to support disadvantaged children's accelerated phonics skills</p> <p>-Parents workshops in Reception/ Y1 Phonics parent and carer workshops to target the parents and carers of disadvantaged learners</p> <p>-INA support for most vulnerable pupils awaiting EHCPs</p> <p>A contribution towards the cost of an INA for PPG children who have additional needs without an EHCP whose behaviour/needs means they cannot manage in class with a one to one adult support</p> <p>-Literacy support for PP children LSS</p>	<p>Sept 2018-Ofsted said: <i>Disadvantaged pupils are making rates of progress like those of other pupils in RWN. In some year groups, they are making stronger progress than classmates the support and the intervention work provided</i></p> <p>-School start intervention- Assessments show language awareness and Sound awareness have improved</p> <p>INA –improved behaviour as INA responsive to child and prevented exclusions</p> <p>-Pupil supported by INA passed KS2 sats and made good progress</p> <p>- Workshop well attended by parents</p> <p>After school maths boosters were successful for y6 SATs class</p> <p>-S&L groups made progress</p> <p>-2 PP pupils made progress on S&L intervention and on Speech therapist review were discharged .</p>	<p>- Afterschool sats boosters to be organised this year to improve study skills</p> <p>-Narrative groups were hard to manage as TAs ill and less support in class .</p> <p>Talkabout groups targeted to support speaking by mentor in small groups</p> <p>-School start successful – to run next year in R</p> <p>- parents workshops planned in at beginning of year and advertised well</p> <p>-LSS continued to support pupils</p> <p>S&L interventions to be delivered by expert TA (communications champion)</p>

<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>Estimated impact: Did you meet the success criteria?</i>	<i>Lessons learned</i>
<p>Pupils are presenting with less developed social skills and emotional regulation and feel secure and are developing resilience.</p> <p>Children's levels of engagement in learning will increase</p> <p>All staff, pupils and parents are Attachment Aware with a particular focus on Pupil Premium Pupils.</p>	<p>-Inclusion Mentors provide highly personalised behaviour and emotional health and well-being support to pupils across the school from R to Year 6.</p> <p>-They work with teaching and support staff, parents/carers and other professionals to ensure vulnerable pupils and pupils at risk of exclusion are attending well, able to access learning and build social skills.</p> <p>-All mentors work 1:1 with targeted pupils, run groups, support in class or on the playground, meet parents, run lunchtime club, support breakfast club</p> <p>-Mentors to plan/deliver/ review interventions to:</p> <ul style="list-style-type: none"> •develop emotional regulation •improved self esteem •improve social skills •improve attitude to learning <p>-A focus of the learning mentors' work will continue to include mentoring activities within the classroom to promote progress in school work.</p> <p>-This will be with a particular focus on the underachieving pupil premium children who may not present with specific emotional/behavioural needs</p> <p>-Counselling – priority given to PP pupils and up to 16 week interventions</p> <p>-Family counselling offered to disadvantaged families as priority</p> <p>-Provide food/ milk as needed for children to ensure they are ready to learn in morning</p>	<p>-Mentor support improved as INA enables certain children to remain on task in class</p> <p>Mentors are called out for other children less so they have been able to do more preventative work</p> <p>-Counselling improved outcomes for children . All pupil were PP</p> <p>–Family counselling took up by 2 families . ! continued for a term and reported that it was supportive</p>	<p>INA for child to ensure consistency and not taking up mentors time away from their caseload of vulnerable children</p> <p>Capacity to manage behaviour improved as BHISS coaching individual staff</p> <p>Apply for higher element of top up funding to fund full time INA</p> <p>-Protect Mentor work with vulnerable children</p> <p>Counselling is an expensive intervention which only benefits a few children .</p> <p>Counselling is stopping as from Sept 2019</p> <p>LSS provision to be cut due to funding and less children with dyslexia diagnosis</p>

<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>Estimated impact: Did you meet the success criteria?</i>	<i>Lessons learned</i>
<p>Attendance is above 95% and families value coming to school</p> <p>Parent / carer support and engagement improved</p>	<p>--Targeted workshops -Regular meetings with parents -Continue with attendance rewards/prizes -joined up work with Early help/CIN meetings to address concerns -Offer Breakfast club places if needed to support attendance Support PTFA to become effective by allocating staff -More engaging website - events in wider community celebrated -coffee mornings</p> <p><u>% of Inclusion Lead work with vulnerable families</u> Release time to enhance and support provision of high need PPG pupils including liaising with outside agencies and parents, completing paperwork, delivering interventions. Leads on Welfare and safeguarding and Early Help, CP and CIN and supporting PPG, PPG+ and disadvantaged families.</p> <p><u>Targeted workshops for parents</u> -Targeted workshops run by Family Workers /EMAS / School Nurse -Phonics parent and carer workshops to target the parents and carers of disadvantaged learners</p>	<p>- Grants offered to families for emergency help eg fridge, heater, bed , uniform, trips etc</p> <p>-Attendance 2018/19 was 92.09 % below NA 5 case studies of disadvantaged pupils were provided for Ofsted in Sept 2018 -Parents understand the need for good attendance - Head teacher has regular meetings with parents logged on Cpoms - Attendance prizes for 100% has been provided – children really want to receive them and are well motivated over 2 terms -Workshops – healthy eating/happy start to school day / sunsafety/ asthma not well attended by parents</p> <p>-Attendance at Parents eve of Disadv families has improved . The format has changed over 2 eves and teachers have a responsibility to chase up parents to meet if they don't attend .</p> <p>-Work with families via TAF and EH/ CIN plans to drive change in housing . -3 disadv. Families in emergency accommodation have been supported to move in 2017/18</p>	<p>OFsted 09/18:-Raise awareness of parents/ carers of importance of regular attendance and increase their engagement so that levels of attendance and rates of persistent absence improve rapidly to be at least in line with national figures.</p> <p>-Attendance is out of schools control due to mobility and temp /emergency housing families being rehoused out of area due to shortage of local housing</p> <p>100% Attendance continue being rewarded termly</p> <p>-Improve attendance at meetings/workshops of targeted families 50% of parents to attend workshops 50 % of Disadv</p>

4. Additional detail

